ARTICLE 24:16

TEACHER PREPARATION PROGRAM APPROVAL

Transferred to Article 24:53

Chapter	
24:16:01	Definition of terms, Transferred.
24:16:02	Approval process for teacher education programs, <u>Transferred</u> .
24:16:03	Organization and administration of programs, Transferred.
24:16:04	Professional educational faculty, Repealed.
24:16:05	Candidates in teacher education, <u>Transferred</u> .
24:16:06	General education, Repealed.
24:16:07	Professional education requirements for teaching programs, Repealed.
24:16:08	Requirements for basic teaching programs, <u>Transferred</u> .
24:16:09	Requirements for administrative programs, <u>Transferred</u> .
24:16:10	Requirements for school service programs, Transferred.
	CHAPTER 24:16:01

DEFINITION OF TERMS

Transferred to Chapter 24:53:01

Section

24:16:01:01 Definitions.

24:16:01:01. Definitions. Terms used in this article mean:

(1) "Accreditation," process for assessing and enhancing academic and educational quality which informs the public that an institution has a professional education unit meeting established standards;

(2) "Candidates," individuals who are seeking admission to or who are enrolled in
programs for the preparation of educational personnel;
(3) "Conceptual framework," rationale and organizing principles that guide the
development of the curriculum for professional preparation programs, including the
categorization of knowledge;
(4) "Coursework," either recognized courses or identified content, learning experiences,
or course objectives;
(5) "Department," South Dakota Department of Education and Cultural Affairs;
(6) "Education program," a sequence of courses and experiences requiring completion of a
degree with a major or its equivalent that meets preparation standards in this article;
(7) "Education endorsement program," a sequence of courses and experiences completed
at a minor level or less that meets preparation standards in this article;
(8) "Institution," an accredited four-year college or university;
(9) "Internship," a field based experience conducted as a culminating experience in a
preparation program;
(10) "Knowledge base," the basis for effective teaching derived from empirical research,
disciplined inquiry, informed theory, and the wisdom of practice;
(11) "Methodology or methodology course," a course that develops an understanding of
the central concepts, tools of inquiry, and structure of a discipline; the ability to evaluate the
effectiveness of instructional processes, learning resources, and curriculum materials appropriate
to a discipline; and the ability to relate to subjects within a discipline and in other disciplines and
to apply that knowledge to real life situations and experiences;

(12) "Occupational work experience," full-time, nonteaching employment in a vocational or technical area; (13) "Practicum," preservice professional practice in educational settings which is relevant to the field of study for which candidates are preparing and which is supervised by a certified teacher and a university or college supervisor; (14) "Pedagogical studies," courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching; (15) "Student teaching," an in-depth, direct teaching experience in a school setting conducted as a culminating field-based experience for the teacher education program; (16) "Unit," the administrative body within the institution that is primarily responsible for the preparation of educational personnel. Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32, effective October 11, 2000. Transferred to § 24:53:01. General Authority: SDCL 13-1-12.1, 13-42-3. **Law Implemented:** SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:02

APPROVAL PROCESS FOR TEACHER EDUCATION PROGRAMS

(Transferred to Chapter 24:53:02)

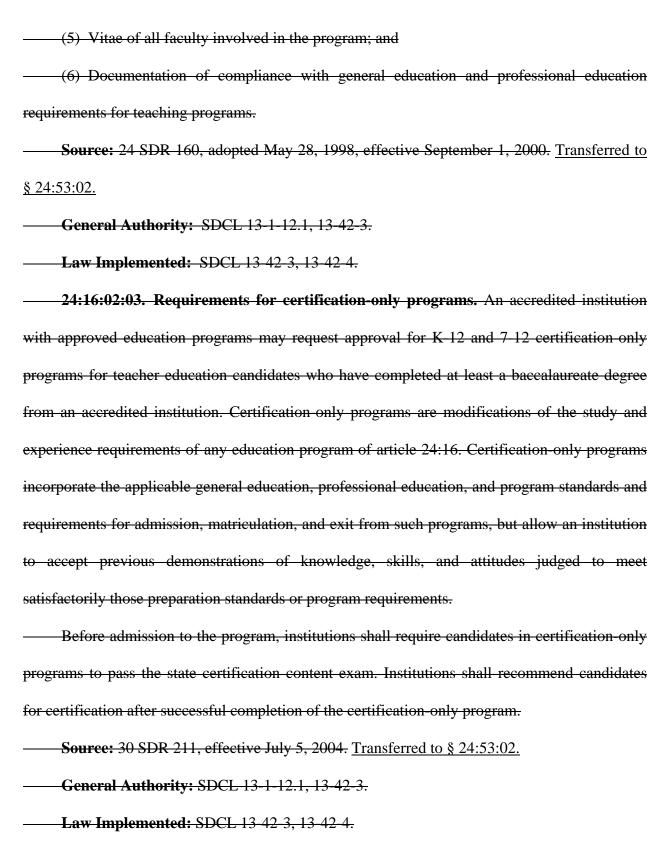
Section

24:16:02:01 Program approval.

24:16:02:02 Requirements for innovative and experimental programs.

24:16:02:03 Requirements for certification-only programs.

24:16:02:01. Program approval. The South Dakota Board of Education may grant initial approval to each program for the preparation of educational personnel offered by a fouryear accredited institution upon validation by the department that the standards in article 24:16 are met. An onsite review at least once every five years by a team which represents each educational program offered shall verify the institution's continuing compliance. The department shall train and monitor the teams. For institutions seeking accreditation from the National Council for the Accreditation of Teacher Education (NCATE), the department shall accept and make results of the NCATE review for chapters 24:16:03 to 24:16:07, inclusive, a part of the department's report and recommendation to the South Dakota Board of Education. Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000. Transferred to § 24:53:02. General Authority: SDCL 13-1-12.1, 13-42-3. **Law Implemented:** SDCL 13-42-3, 13-42-4. Note: Program standards in article 24:16 apply to the review of teacher preparation programs beginning in the 2000-2001 term. 24:16:02:02. Requirements for innovative and experimental programs. An institution may request approval of an innovative and experimental program by submitting, on forms provided by the department, information as follows: (1) A statement of purpose and need for the program; (2) A statement of the competencies needed by candidates completing the program; (3) A program timetable which establishes dates for beginning entrants in the program, the eandidates' anticipated completion, and evaluation checkpoints for the program. (4) Course syllabi for required coursework;



CHAPTER 24:16:03

ORGANIZATION AND ADMINISTRATION OF PROGRAMS

(Transferred to Chapter 24:53:03)

Section

24:16:03:01	Mission, goals, and objectives.
24:16:03:02	Conceptual framework and knowledge bases.
24:16:03:03	Institutional responsibility.
24:16:03:04	Administrative responsibility. Repealed.
24:16:03:05	Written administrative and personnel policies. Repealed.
24:16:03:06	Financial resources. Repealed.
24:16:03:07	Long-range planning. Repealed.
24:16:03:08	Institution and school collaboration. Repealed.
24:16:03:09	Facilities and resources. Repealed.

24:16:03:01. Mission, goals, and objectives. Institutions of higher education with programs for the preparation of education personnel shall operate under a written mission statement. The unit's statements of goals and program objectives, consistent with the mission statement, shall serve as a basis for decision making regarding policies affecting all programs for the preparation of education personnel and shall assure that education graduates are prepared to serve in diverse settings.

- Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
- General Authority: SDCL 13-1-12.1, 13-42-3.
- **Law Implemented:** SDCL 13-42-3, 13-42-4.
- 24:16:03:02. Conceptual framework and knowledge bases. A written conceptual framework, consistent with the institution's mission, shall provide the basis for the curricula of

the unit's programs for the preparation of education personnel. The knowledge base of each program shall be founded on research, the wisdom of practice, and emerging education theory provided by professional organizations, preschool through grade 12 personnel, candidates, graduates, employers of graduates, and professional education faculty, including faculty of subject area disciplines. Systematic evaluation of candidates and graduates shall be conducted and the results used to improve the conceptual framework, enhance the knowledge base, and assure the quality of each program.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:03. Institutional responsibility. The institution shall provide evidence that it accepts legal responsibilities for fulfillment of its established mission, goals, and objectives. A written record of all policy decisions by the institution shall be maintained.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:04. Administrative responsibility. Policies and written documentation of practice shall demonstrate that the responsibility to administer quality control in programs for the preparation of education personnel is designated to a single administrative unit with a primary administrative officer. Repealed.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:05. Written administrative and personnel policies. The institution shall provide written policies outlining the roles, responsibilities, conditions for employment, evaluation, promotion, professional development, tenure, and compensation of the governing body, the administration, the faculty, and staff. Repealed.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:06. Financial resources. The institution shall operate within a printed budget audited by an outside agency. Continuous allocations for campus and extended service programs within the unit must be sufficient to accomplish the goals of the program. The budget specified for the preparation of education personnel shall be equitable to other professional programs within the institution. Repealed.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:07. Long-range planning. The unit shall maintain a current three—to five year plan—to ensure the ongoing vitality of the unit and its programs. The unit shall annually monitor and restructure the plan—for compliance to standards, vitality, appropriateness of physical facilities, recruitment for diversity in faculty and candidates, and involvement of the educational community. Repealed.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:08. Institution and school collaboration. The institution and individual school systems shall collaborate in the development of the program for the preparation of education personnel. A document shall define responsibilities related to each candidate's laboratory, practicum, student teaching, field and intern experience, including compensation, mentoring, supervision, evaluation, and problem resolution. An individual from the institution shall serve as a liaison to the individual school system. Repealed.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:03:09. Facilities and resources. The institution shall provide facilities and resources, including a library media center, demonstration laboratory, and professional curriculum resource center, which support quality programs for the preparation of education personnel. The facilities and resources shall be:

(1) Consistent with the goals and objectives of the program;
(2) Current and relevant to the programs offered and number of enrollees;
(3) Able to provide instructional, research, and support services which have adequate
scope and multiple perspectives for faculty and candidates; and
(4) Reviewed systematically with the review results used in the institution's long-range
planning documents. Repealed.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:04

PROFESSIONAL EDUCATION FACULTY

(Repealed)

Section

24:16:04:01 Professional preparation and experience of faculty.

24:16:04:02 Effectiveness of faculty.

24:16:04:03 Faculty instructional methods.

24:16:04:04 Faculty workload.

24:16:04:01. Professional preparation and experience of faculty. The institution shall

provide evidence that the professional education faculty (full-time, part-time, or adjunct)

involved in the undergraduate or graduate programs for the preparation of education personnel

have completed a doctoral degree or its equivalent or have demonstrated exceptional expertise

for their assigned roles and responsibilities. School site faculty who supervise candidates shall be

certified, have at least three years of teaching experience in their field, and have demonstrated

competence for their assigned roles and responsibilities. Professional education faculty shall

demonstrate professional development through active involvement in preschool through grade 12

schools, professional associations, and learned societies, as well as advanced study in their area

of expertise and assignment.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

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24:16:04:02. Effectiveness of faculty. The institution shall provide evidence that policies of selection, evaluation, retention, professional development, and promotion of personnel are consistently applied to ensure the continuance of effective programs for the preparation of education personnel.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:04:03. Faculty instructional methods. The institution shall provide evidence that the faculty meets the diverse needs of candidates through use of a variety of instructional models, methods, materials, educational technologies, and evaluation procedures which are based on current research and recommendations of professional organizations and preschool to grade 16 practitioners.

Source: 24 SDR 160, adopted May 29, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:04:04. Faculty workload. The institution shall implement a plan for faculty workload which ensures equity and includes teaching, supervisory responsibility, advisement, service, and research. A full time faculty load position is equivalent to:

(1) Teaching 12 semester hours of undergraduate credit; or

(2) Teaching nine semester hours of graduate credit; or

(3) Supervising 18 full-time equivalent student teachers.

Faculty who direct graduate projects and advise undergraduates and graduate candidates shall have their workload adjusted appropriately.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:05

CANDIDATES IN TEACHER EDUCATION

(Transferred to Chapter 24:53:04)

Section

24:16:05:06

24:16:05:01	Admission policies and practices.
24:16:05:02	Retention policies and practices. Repealed.
24:16:05:03	Candidate evaluation and postgraduate studies
24:16:05:04	Personnel services for candidates.
24:16:05:05	Personnel records for candidates.

Faculty advisement for candidates.

24:16:05:01. Admission policies and practices. The unit shall print and distribute a policy with specific admission standards and procedures that govern student recruitment and acceptance into the preparation programs. The policy shall include a plan, documentation of effort, and results for the recruitment of a diverse student body. The unit shall provide written verification that candidates are informed about state laws and rules which govern the issuance of certificates for educational personnel. Criteria for admission shall include the following:

- (1) Completion of prior college or university coursework with at least a 2.5 grade point average on a 4.0 scale;
- (2) Evidence of academic proficiency at a grade point average of 2.6 or above in the academic major; and

(3) Recommendations based on personal characteristics and experiences requisite to teaching.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:05:02. Retention policies and practices. The unit shall print and distribute specific policies which establish criteria and describe the monitoring process for a candidate's retention in the program. Areas for remediation shall be clearly identified and assistance provided, monitored, and documented. Repealed.

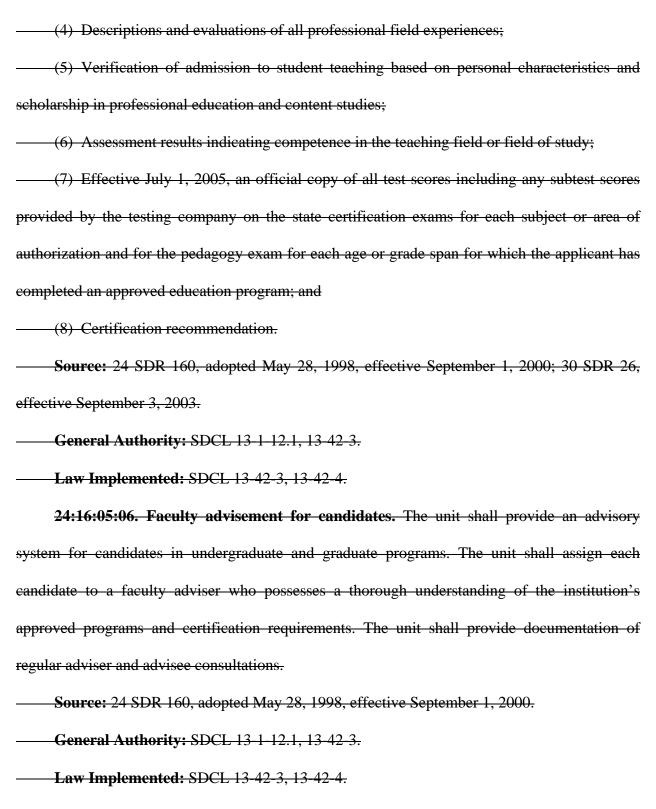
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:05:03. Candidate evaluation and postgraduate studies. The unit shall print and distribute a comprehensive plan for assessing candidates that specifies criteria for exit from the program. The criteria shall require that candidates maintain at least a 2.5 grade point average on a 4.0 scale for the duration of the program. The assessment plan shall be based on multiple data sources and shall be consistent with program objectives and the conceptual framework. The unit shall provide evidence to the department that graduates have met the requirements of the approved program and have demonstrated competence in all applicable standards. The unit shall conduct follow-up studies to obtain data on employment of its graduates in educational institutions that are specific to the graduate's program and that address teaching performance. Results of candidate evaluation and follow-up studies shall be used to modify and improve programs.

Effective July 1, 2005, each approved education program for the preparation of teachers
shall measure candidates' content and pedagogical knowledge as required by chapter 24:16:07
and the applicable programs of chapter 24:16:08 with the state certification exams.
Effective July 1, 2005, applicants must achieve the established passing scores set by the
state Board of Education in order to be recommended for certification to the department.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 30 SDR 26,
effective September 3, 2003.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:05:04. Personnel services for candidates. The institution shall provide written
information to candidates about academic, personal, and career counseling and the means of
accessing these services. Career counseling shall include current supply and demand data for
education personnel and placement services available to assist candidates in locating
employment. Data on the employment of graduates shall be maintained.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:05:05. Personnel records for candidates. The institution shall maintain a
system of accountability for each candidate, which includes a permanent record for each
candidate enrolled. The candidate's permanent record shall include:
(1) Verification that admission standards of the program have been met;
(2) A document indicating the candidate's status in the program of study;
(3) A transcript of completed course titles, credits, and grades;



CHAPTER 24:16:06

GENERAL EDUCATION

(Repealed)

Section

24:16:06:01 General education studies.

24:16:06:02 Demonstrated competence in communication skills.

24:16:06:03 Demonstrated knowledge.

24:16:06:01. General education studies. General education includes completion of a planned sequence of courses or experiences in humanities; mathematics; natural, social, and behavioral sciences; oral and written communication skills; technology; wellness and physical activity; and the arts. General education incorporates an understanding of the developmental, cultural, scientific, creative, technological, and aesthetic processes which foster critical and analytical approaches to knowledge and the study of multicultural and global perspectives.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:06:02. Demonstrated competence in communication skills. The general education program shall require demonstrated competence in written and oral communication skills.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

24:16:06:03. Demonstrated knowledge. The general education program shall require demonstrated knowledge in:

(1) Basic mathematical processes and symbols;

(2) Historical and cultural concepts and social institutions of a multicultural society;
(3) Principles of mental and physical health, including safety practices;
——————————————————————————————————————
——— (5) Technology; and
— (6) Natural and social sciences.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
CHAPTER 24:16:07
PROFESSIONAL EDUCATION REQUIREMENTS FOR TEACHING PROGRAMS
(Repealed)
Section
24:16:07:01 Development of knowledge, skills, and attitudes in teacher candidates.
24:16:07:02 Pre student teaching.
24:16:07:03 Student teaching.
24:16:07:01. Development of knowledge, skills, and attitudes in teacher candidates.
Each program for the preparation of teachers shall require study and experience to develop the
following competencies in teacher candidates:
(1) Understanding principles of how all students develop and learn and using that
knowledge to design active learning opportunities that are appropriately adapted for varied
developmental levels and diverse approaches to learning;
(2) Integrating pedagogical studies with knowledge of a specific discipline to create
meaningful learning experiences;

(3) Designing a variety of instructional strategies based on knowledge of subject matter, students, materials, technology, and curriculum frameworks, including the South Dakota K-12 content standards as provided in SDCL 13-3-48 and other established academic standards; (4) Establishing a safe, orderly, and equitable learning environment that fosters positive social interaction, active engagement in learning, and self-motivation; (5) Creating, selecting, and using formal and informal assessment strategies to evaluate student progress and utilizing the results to determine whether curricula programs are addressing student needs and facilitating student achievement; (6) Using effective communication and consultation techniques with students, families, patrons, school colleagues, and community agencies to foster supportive relationships for students' lifelong learning, well-being, and readiness for the workforce; (7) Reflecting on and evaluating instructional practices and continually seeking opportunities for professional growth and development; and (8) Understanding the foundations of public education, technological and societal changes in schools, and the legal and ethical responsibilities of the teaching profession. **Source:** 24 SDR 160, adopted May 28, 1998, effective September 1, 2000. General Authority: SDCL 13-1-12.1, 13-42-3. **Law Implemented:** SDCL 13-42-3, 13-42-4. 24:16:07:02. Pre-student teaching. Each education program shall require documentation of successful pre-student teaching experiences, both on-campus and off-campus, which provide a basis for selection of age/grade span and subject/area. Pre-student teaching shall require experiences which:

(1) Are designed and supervised by preschool through grade 12 personnel and institution
faculty;
(2) Are developmental, beginning with early observations and progressing to supervised
experiences related to the job responsibility;
(3) Provide the candidate with opportunities to apply theory to practices in the
development of required skills and competencies; and
(4) Provide the candidate with opportunities to observe and participate in preschool
through grade 12 activities applicable to the candidate's field of study and in environments of
cultural diversity and varied disabilities.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:07:03. Student teaching. Student teaching for each education program shall
require the following:
(1) Opportunity to demonstrate competence in all job responsibilities required in the
candidate's chosen program;
(2) A minimum of ten complete weeks of supervised experiences within the candidate's
chosen program. Programs which provide dual authorizations require a full semester with a
balance of time spent in both areas of authorization. A K-12 program requires experiences at two
levels; and
(3) Opportunity for professional development through self, peer, and supervisory
reflection on experience.

Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.

General Authority: SDCL 13-1-12.1, 13-42-3.

Law Implemented: SDCL 13-42-3, 13-42-4.

CHAPTER 24:16:08

REQUIREMENTS FOR BASIC TEACHING PROGRAMS

(Transferred to Chapter 24:53:07)

Section	
24:16:08:01	Birth through preschool education program.
24:16:08:02	Transferred.
24:16:08:03	Birth through age eight early childhood program.
24:16:08:04 B	irth through age eight early childhood and birth through age eight
special edu	acation program.
24:16:08:05	K-8 elementary education program.
24:16:08:06	K-8 elementary education/special education program.
24:16:08:07	Transferred.
24:16:08:08	5-8 middle level education program.
24:16:08:09 and 24:16:08:10	Transferred.
24:16:08:11	7-12 secondary education program.
24:16:08:12	7-12 language arts education program.
24:16:08:13	Transferred.
24:16:08:14	7-12 mathematics education program.
24:16:08:15	Transferred.
24:16:08:16	7-12 science education program.

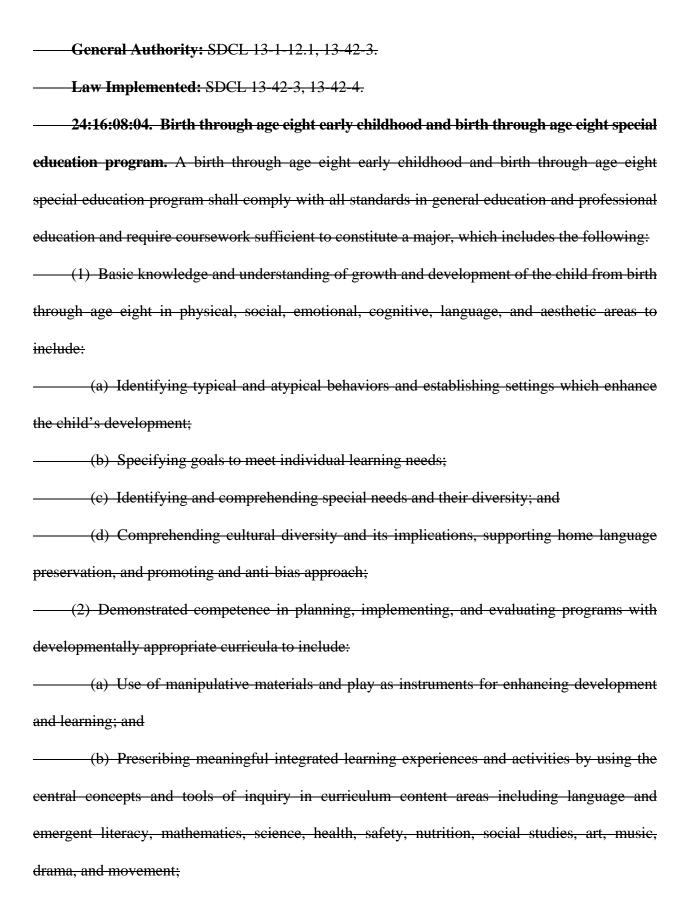
24:16:08:17	Transferred.
24:16:08:18	7-12 social science education program.
24:16:08:19	Transferred.
24:16:08:20	7-12 vocational-technical education program.
24:16:08:21	Transferred.
24:16:08:22	7-12 agriculture education program.
24:16:08:23	7-12 business education program.
24:16:08:24	Transferred.
24:16:08:25 7	-12 home economics/family and consumer science education
program.	
24:16:08:26	7-12 marketing education program.
24:16:08:27	Transferred.
24:16:08:28	7-12 technology education program.
24:16:08:29	Transferred.
24:16:08:30	K-12 education program.
24:16:08:31	K-12 art education program.
24:16:08:32	Transferred.
24:16:08:33	K-12 comprehensive school health education program.
24:16:08:34	Transferred.
24:16:08:35	K-12 educational technology program.
24:16:08:36 and 24:16:08:37	Transferred.
24:16:08:38	K-12 music education program.
24:16:08:39	Transferred.

24:16:08:40	K-12 physical education program.
24:16:08:41 and 24:16:08:42	Transferred.
24:16:08:43	K-12 South Dakota Indian studies education program.
24:16:08:44	Transferred.
24:16:08:45	K-12 special education program.
24:16:08:46 and 24:16:08:47	Transferred.
24:16:08:48	K-12 world language education program.
24:16:08:49 to 24:16:08:51	Transferred.
24:16:08:52	K-12 reading specialist program.
24:16:08:53 to 24:16:08:58	Transferred.
24:16:08:59	7-12 mathematics/science composite program.
24:16:08:01. Birth thr	ough preschool education program. A birth through preschool
	rough preschool education program. A birth through preschool
education program shall con	
education program shall coneducation and require coursew	mply with all standards in general education and professional
education program shall coneducation and require coursew (1) Basic knowledge and	mply with all standards in general education and professional vork sufficient to constitute a major, which includes the following:
education program shall coneducation and require courses (1) Basic knowledge and through age eight with emphasis	mply with all standards in general education and professional vork sufficient to constitute a major, which includes the following:
education program shall coneducation and require coursew (1) Basic knowledge and through age eight with emphasemotional, cognitive, language	mply with all standards in general education and professional vork sufficient to constitute a major, which includes the following: d understanding of growth and development of the child from birth asis on the infant, toddler, and preschool child in physical, social,
education program shall conseducation and require coursess (1) Basic knowledge and through age eight with emphasemotional, cognitive, language (a) Identifying typical	mply with all standards in general education and professional work sufficient to constitute a major, which includes the following: d understanding of growth and development of the child from birth asis on the infant, toddler, and preschool child in physical, social, e, and aesthetic areas to include:
education program shall conseducation and require coursess (1) Basic knowledge and through age eight with emphasementional, cognitive, language (a) Identifying typical (b) Identifying indiv	mply with all standards in general education and professional work sufficient to constitute a major, which includes the following: d understanding of growth and development of the child from birth asis on the infant, toddler, and preschool child in physical, social, e, and aesthetic areas to include:
education program shall coneducation and require coursew ———————————————————————————————————	mply with all standards in general education and professional work sufficient to constitute a major, which includes the following: d understanding of growth and development of the child from birth asis on the infant, toddler, and preschool child in physical, social, e, and aesthetic areas to include: all and atypical behaviors; ridual learning needs, specifying goals relative to the needs, and

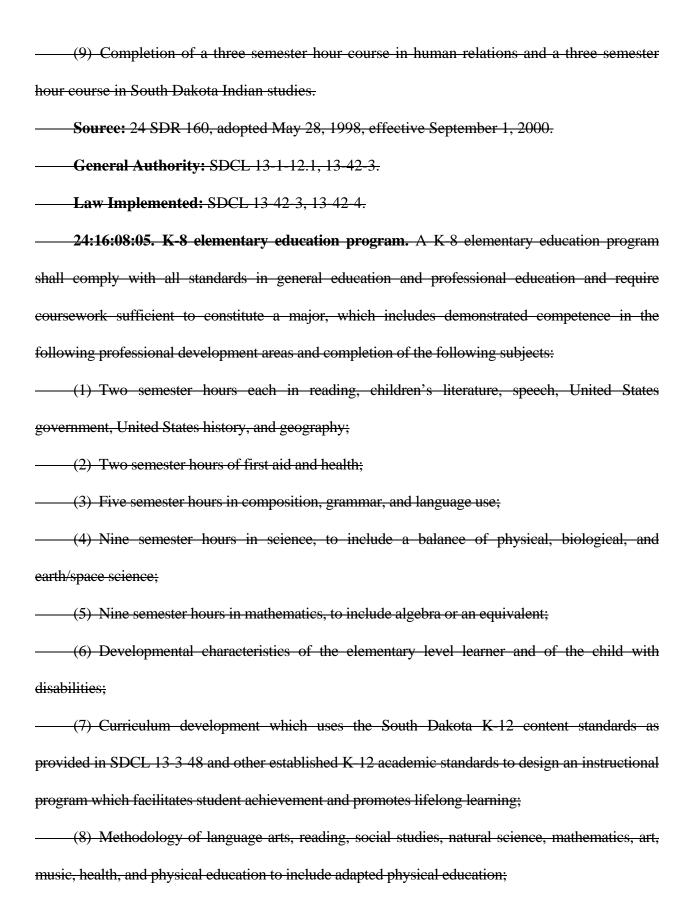
(2) Demonstrated competence in planning and implementing programs with
developmentally appropriate curriculum to include:
(a) Use of manipulative materials and play to enhance development and learning; and
(b) Integrated learning experiences and activities using central concepts and tools of
inquiry in all curriculum content areas with emphasis in language and literacy, mathematics,
safety, nutrition, social sciences, science, music, drama, art, and movement;
(3) Establishing and maintaining positive collaborative relationships with families to
include:
(a) Identifying family diversity and dynamics and the implications of each to the
child's development;
(b) Facilitating cooperation between home, school, and community to support the
child's development, learning, and well-being; and
(c) Linking families with a range of family-oriented services based on identified
resources, priorities, and concerns;
(4) Use of authentic, performance-based assessment to monitor and report progress to
families and school personnel;
(5) Inclusion of children with disabilities;
(6) Integrating technology into teaching and learning; and
(7) Completion of a three semester hour course in human relations and a three semester hour
course in South Dakota Indian studies.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.

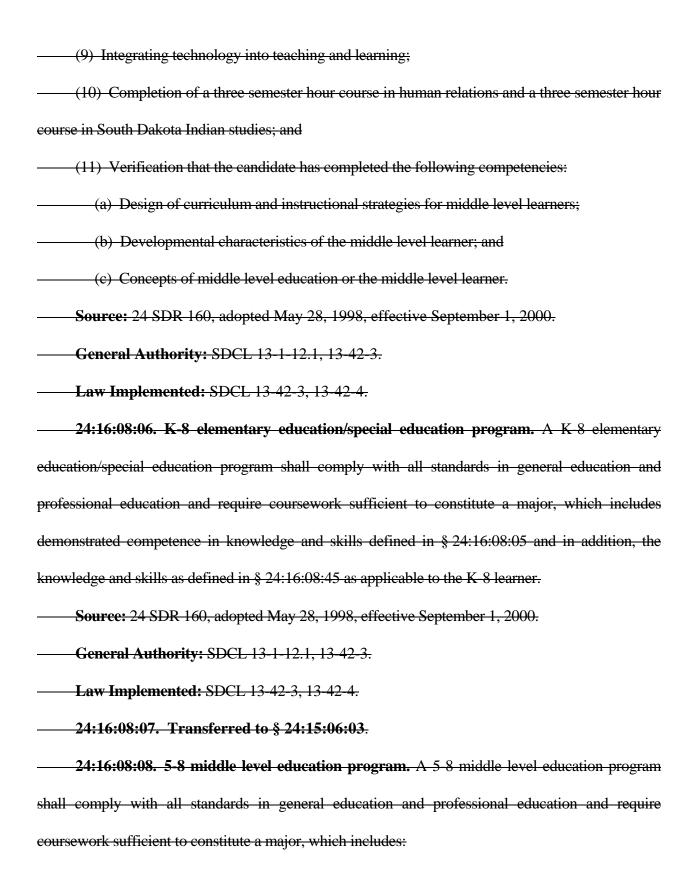
24:16:08:02. Transferred to § 24:15:06:02.
24:16:08:03. Birth through age eight early childhood program. A birth through age eight
early childhood education program shall comply with all standards in general education and
professional education and require coursework sufficient to constitute a major, which includes the
following:
(1) Basic knowledge and understanding of growth and development of the child from birth
through age eight in physical, social, emotional, cognitive, language, and aesthetic areas to include:
(a) Identifying typical and atypical behaviors and establishing settings which enhance the
child's development;
(b) Specifying goals to meet individual learning needs;
(c) Identifying and comprehending special needs and their diversity; and
(d) Comprehending cultural diversity and its implications, supporting home language
preservation, and promoting an anti-bias approach;
(2) Demonstrated competence in planning, implementing, and evaluating programs with
developmentally appropriate curricula to include:
(a) Use of manipulative materials and play as instruments for enhancing development and
learning; and
(b) Prescribing meaningful integrated learning experiences and activities by using the
central concepts and tools of inquiry in curriculum content areas including language and literacy,
mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement;
(3) Establishing and maintaining positive, collaborative relationships with families to
include:

(a) Identifying the implications of family diversity and dynamics to the child's
development;
(b) Facilitating cooperation between home, school, and community to support the
child's development, learning, and well-being; and
(c) Linking families with a range of family oriented services based on identified
resources, priorities, and concerns;
(4) Use of authentic, performance based assessment to monitor and report progress to
families and school personnel;
(5) Completion of the professional education requirements of §24:16:08:05 as follows:
(a) Two semester hours each in reading, children's literature, speech, and social
studies;
(b) Two semester hours of first aid and health;
(c) Five semester hours in composition, grammar, and language use;
(d) Nine semester hours in science, to include a balance of physical, biological, and
earth/space science; and
(e) Nine semester hours in mathematics to include algebra or an equivalent.
(6) Completion of the professional education requirements of subdivisions (7) and (8) of
§ 24:16:08:05 appropriate to kindergarten through grade two;
(7) A three semester hour course in human relations and a three semester hour course in
South Dakota Indian studies; and
(8) Integrating technology into teaching and learning.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32,
effective October 11, 2000

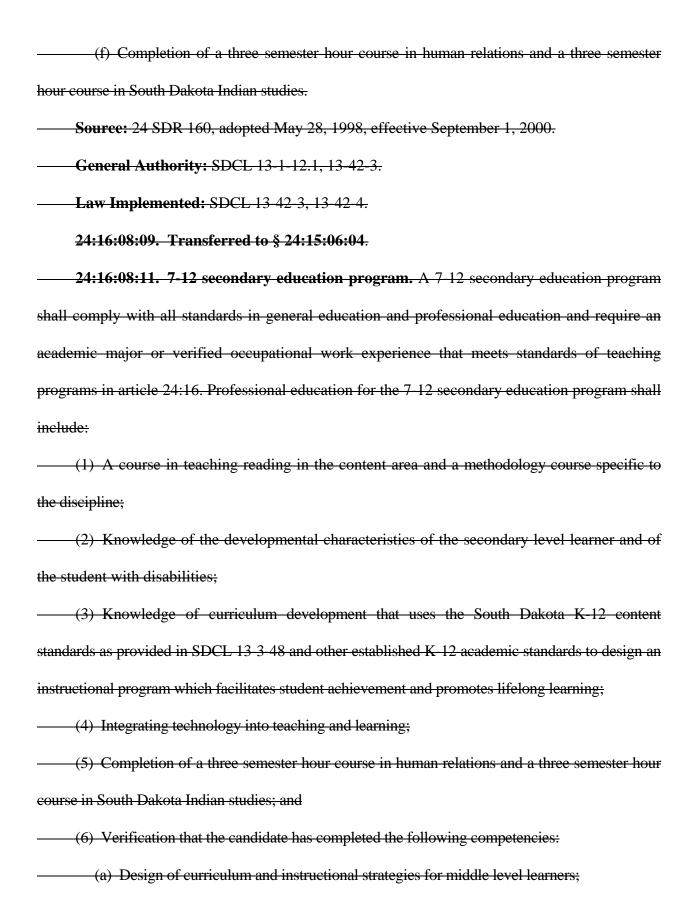


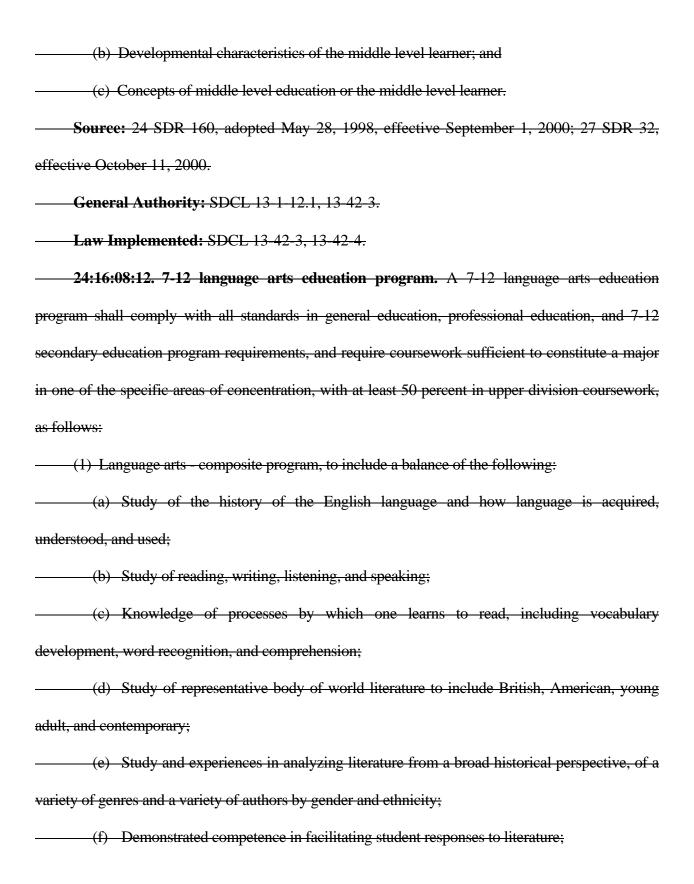
(3) Establishing and maintaining positive, collaborative relationships with families to
include:
(a) Identifying the implications of family diversity and dynamics to the child's
development;
(b) Facilitating cooperation between home, school, and community to support the
child's development, learning, and well-being; and
(c) Linking families with a range of family oriented services based on identified
resources, priorities, and concerns;
(4) Use of authentic, performance-based assessment to monitor and report progress to
families and school personnel;
(5) Integrating technology into teaching and learning;
(6) Completion of the professional education requirements of § 24:16:08:05 as follows:
(a) Two semester hours each in reading, children's literature, speech and social studies;
(b) Two semester hours of first aid and health;
(c) Five semester hours of composition, grammar, and language use;
(d) Nine semester hours in science, to include a balance of physical, biological, and
earth/space science; and
(e) Nine semester hours in mathematics to include algebra or an equivalent;
(7) Completion of the professional education requirements of subdivisions 24:16:08:05(7)
and (8) appropriate to kindergarten through grade two;
(8) Completion of the requirements of subdivisions 24:16:08:45(1) to (6), inclusive
appropriate to birth through age eight; and





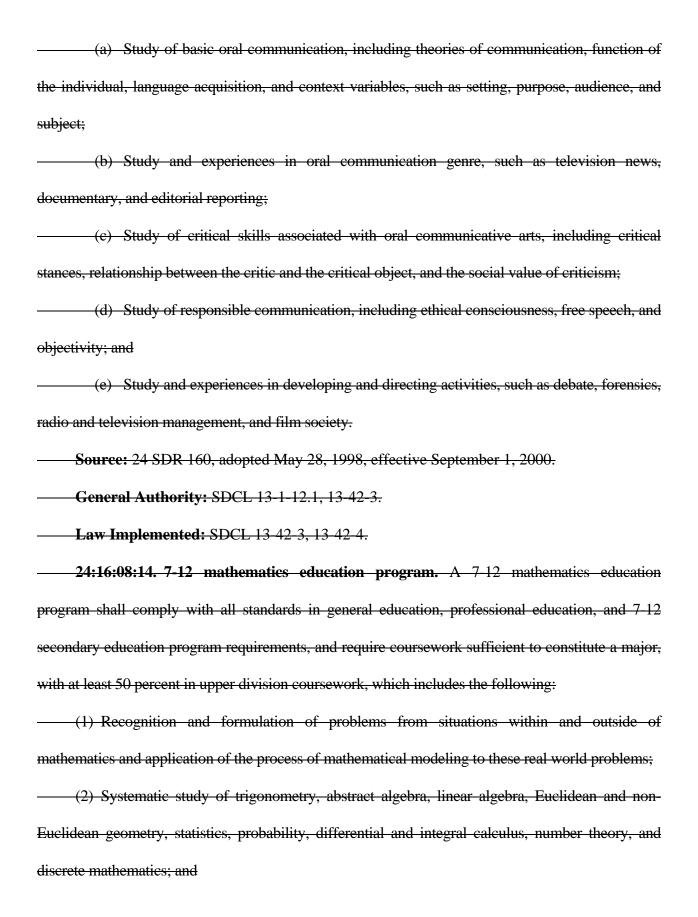
(1) Demonstrated competence through 18 semester hours of coursework each in two of the
following content areas:
(a) Language arts: reading, composition, grammar, literature, and speech;
(b) Social science: South Dakota history, United States history, world history, government,
and geography;
(c) Mathematics: algebra, geometry, statistics, and trigonometry;
(d) Natural sciences: biology, physical science, and earth or space science;
(e) Music: music theory, instrumental music, vocal/choral music, and conducting;
(f) Physical education and health: personal health, physical fitness, nutrition, physical
education programs, first aid, and CPR; or
(g) Art: art history, drawing, crafts, sculpture, and painting; and
(2) Demonstrated competence in the following areas of professional education:
(a) Study and experiences of effective learning and teaching strategies for middle level
learners, which include interdisciplinary teams, teacher-based guidance programs, flexible
groupings, exploratory programs, and alternative scheduling arrangements;
(b) Study and experiences in the developmental characteristics of the middle level learner
and of the student with disabilities;
(c) Curriculum development which uses the South Dakota K-12 content standards as
provided by SDCL 13-3-48 and other established K-12 academic standards to design an
instructional program which facilitates student achievement and promotes lifelong learning;
(d) Teaching of middle level reading and methodology courses specific to the two areas
constituting the major;
(e) Integrating technology into teaching and learning.

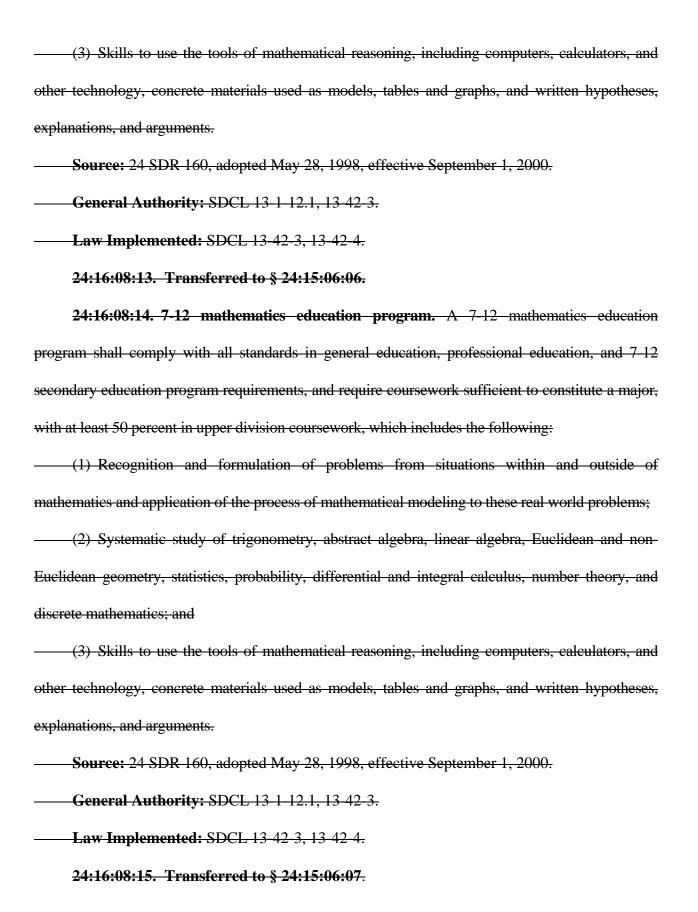




——————————————————————————————————————	Knowledge of the grammatical structure of written and oral English and the ability to
teach that struc	eture;
(h) I	Knowledge of processes by which one learns to write and of the varieties and purposes
of written pros	e, and the ability to communicate that knowledge;
<u>(i) S</u>	Study of basic oral communication skills and oral communication genres and study of
responsible ora	al communication;
(j)S	Study of mass communication forms, techniques, technologies, and processes for
managing prod	luctions; and
——————————————————————————————————————	Study of basic skills in selecting, producing, promoting, organizing, and evaluating a
theatrical activ	ity;
——————————————————————————————————————	guage arts - drama/theater programs:
——————————————————————————————————————	Study of representative plays of past and present, the history of theater, and the
function of the	ater in life;
(b) S	Study and experiences in directing a theatrical production;
(c) S	Study and demonstration of basic acting skills;
(d) S	Study and experiences in the technical requirements of a theatrical production; and
(e) S	Study and experiences in promoting, organizing, and evaluating an activity or
production;	
——— (3) Lang	guage arts English education (composition/literature/speech):
(a) S	Study of the history of the English language and how language is acquired,
understood, an	d used;
(b) S	Study of reading, writing, listening and speaking;

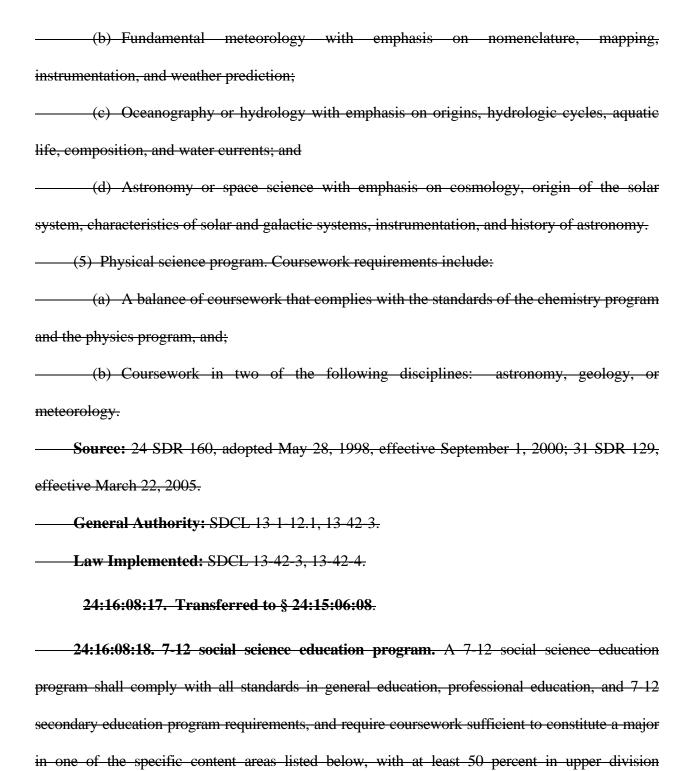
(c) Knowledge of processes by which one learns to read, including vocabulary
development, word recognition, and comprehension;
(d) Study of representative body of world literature to include British, American, young
adult, and contemporary;
(e) Study and experiences in analyzing literature from a broad historical perspective, of a
variety of genres and a variety of authors by gender and ethnicity;
(f) Demonstrated competence in facilitating student responses to literature;
(g) Knowledge of the grammatical structure of written and oral English and the ability to
teach that structure;
(h) Knowledge of processes by which one learns to write and of the varieties and purposes
of written prose, and the ability to communicate that knowledge; and
(i) Study of basic oral communication skills and oral communication genres and study of
responsible oral communication;
— (4) Language arts - mass communications:
(a) Study and experiences in news selection, writing, reporting, and editing;
(b) Study of the role of the press in current society, including the tradition and history of
the press, legal freedoms, and responsibilities of the press;
(c) Study and experiences in creating, editing, and publishing video, telecommunications,
radio, television, and electronic transmission productions; and
(d) Study and experiences in management and production of school publications; and
(5) Language arts—speech/debate program:





24:16:08:16. 7-12 science education program. A 7-12 science education program shall
comply with all standards in general education, professional education, and 7-12 secondary
education program requirements, and require coursework sufficient to constitute a major in one
of the specific content areas listed below, with at least 50 percent in upper division coursework,
or a composite major, with a minimum of 18 hours in at least two of the specific program areas
listed below. In addition, each 7-12 science education program shall require study in the
processes by which science produces new knowledge and the nature of that knowledge, study in
the history and philosophy of the particular science and the interrelationships among sciences,
and study in health and safety procedures and conditions in science classrooms and laboratories.
Coursework requirements include:
(1) Biology program. Coursework shall include a systematic, quantitative, and qualitative
study of the fundamentals of biology content, to include the study of:
(a) The relationship of species, ecology, morphology, anatomy, physiology, genetics,
(a) The relationship of species, ecology, morphology, anatomy, physiology, genetics, development and classification of plants, animals, fungi, prostista, and monera; and
development and classification of plants, animals, fungi, prostista, and monera; and
development and classification of plants, animals, fungi, prostista, and monera; and (b) Structure and function of organisms at all levels of complexity from the molecular
development and classification of plants, animals, fungi, prostista, and monera; and (b) Structure and function of organisms at all levels of complexity from the molecular to the organ system;
development and classification of plants, animals, fungi, prostista, and monera; and (b) Structure and function of organisms at all levels of complexity from the molecular to the organ system; (2) Chemistry program. Coursework shall include a systematic, quantitative, and
development and classification of plants, animals, fungi, prostista, and monera; and (b) Structure and function of organisms at all levels of complexity from the molecular to the organ system; (2) Chemistry program. Coursework shall include a systematic, quantitative, and qualitative study of:

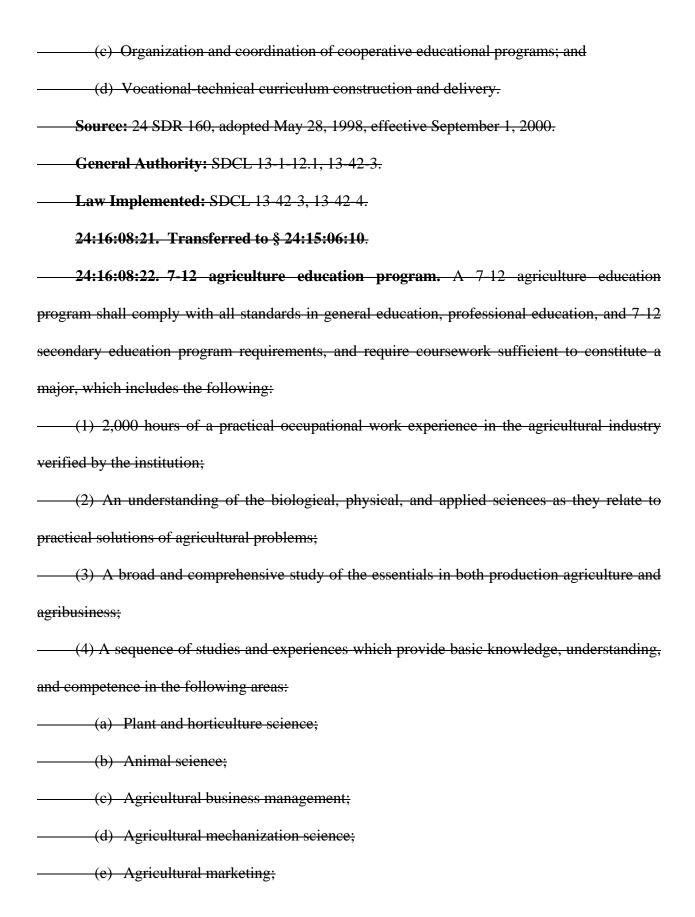
(c) Study of organic chemistry with emphasis on reaction mechanisms, organic
chemical nomenclature, and identification of organic substance through chemical and
spectrophotometric means;
(d) Analytical chemistry with emphasis on fundamentals of analysis, wet chemist assay
methods, separation chemistry, and relevant instrumentation; and
(e) Physical chemistry with emphasis on kinetic theory, thermodynamics,
thermochemistry, electrochemistry, and quantum chemistry;
(3) Physics program. Coursework shall include a systematic, quantitative, and qualitative
study of:
(a) Fundamental principles and laws of physics with emphasis on classical physics,
optics, machines, fluid mechanics, kinetic theory, electrostatics, magnetism, electricity, and
light;
(b) Fundamental atomic and nuclear physics with special emphasis on quantum
mechanics, radioactivity, nuclear reactions, elementary particles, and instrumentation;
(c) Modern physics with emphasis on relativity, wave theory, statistical mechanics,
and solid state; and
(d) Astrophysics or space science with emphasis on cosmology, characteristics of solar
and galactic systems, instrumentation, and history of astronomy; and
(4) Earth science program. Coursework shall include a systematic, quantitative, and
qualitative study of:
(a) Fundamental principles and laws of earth science with emphasis on physical
geology, historical geology, paleontology, and geochemistry;



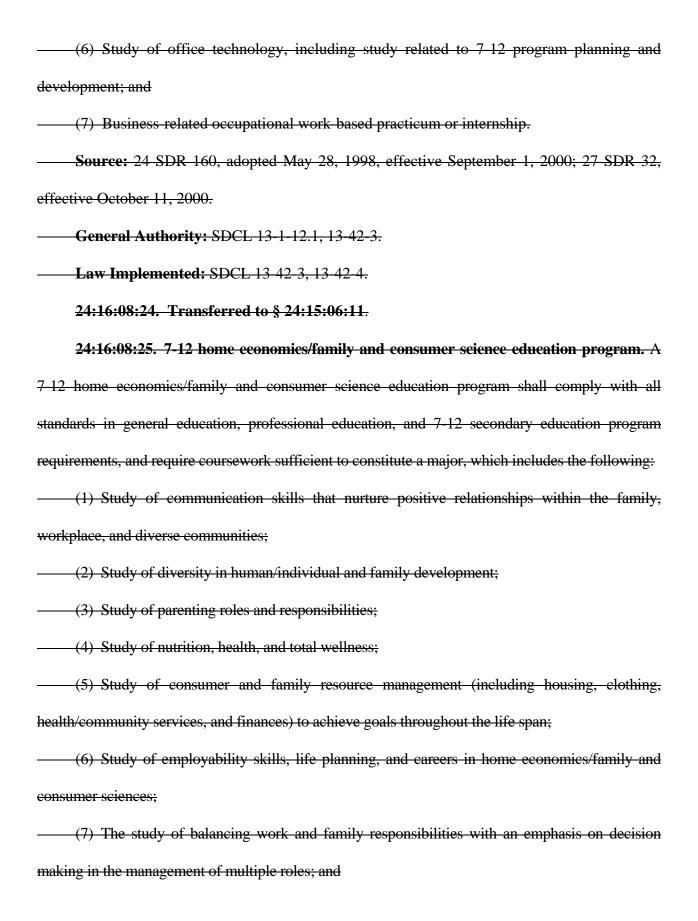
coursework:

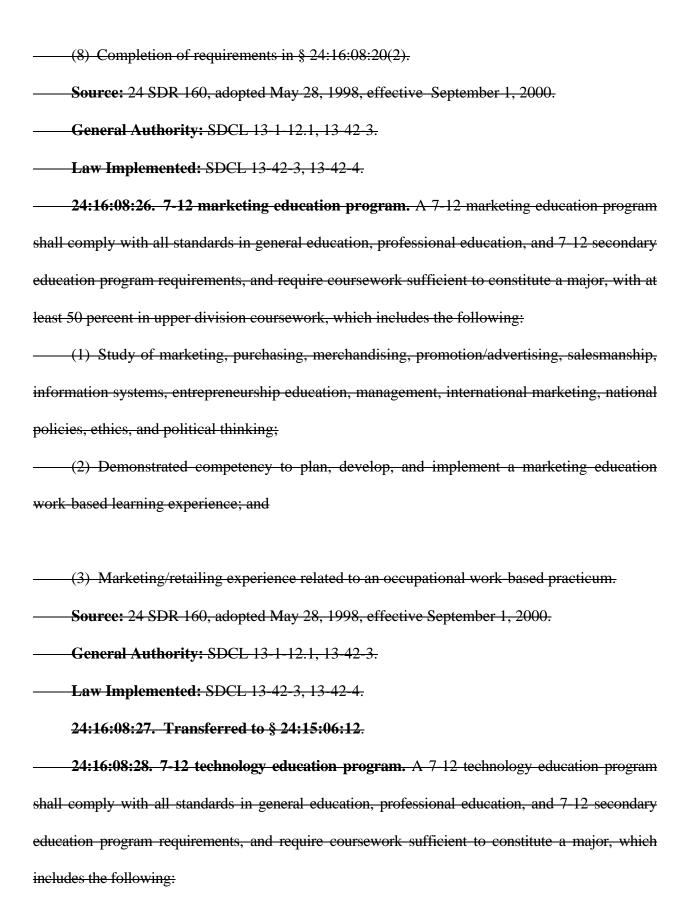
(1) Social science - composite program: completion of a comprehensive major which includes
a balance of coursework in the specific areas of social science as listed in subdivisions (2) to (7),
inclusive;
(2) Social science - economics: the study of the principles and processes underlying current
problems and practices in various economic systems, the application of social and governmental
controls to economics, and current approaches to consumer education and free enterprise curricula;
(3) Social science—geography: the study of Earth's people, environments, and places from a
spatial perspective. Specific themes include location, regions, physical and human elements of place,
human interaction with the natural environment, and movement of people, materials, and ideas;
(4) Social science history: the study of the origin and historical development of various
cultures throughout the world; the interplay of geographical, economic, political, cultural, and social
forces in shaping civilizations in the western and/or non-western worlds, the meaning of South
Dakota and United States heritage; and the economic, political, cultural, and social background of
contemporary life in South Dakota and in the United States as related to each other and to the world
setting;
(5) Social science political science: the study of the nature of government in modern society;
local, state, and national units of government in the United States including comparisons with
similar and dissimilar forms of government in other countries; the history of political ideas;
international issues; varieties of political behaviors; and efforts to choose, make, and evaluate public
policy;
(6) Social science psychology: the study of the history and basic principles of psychology;
the physiological, affective, and cognitive foundations of behavior; the social basis and development

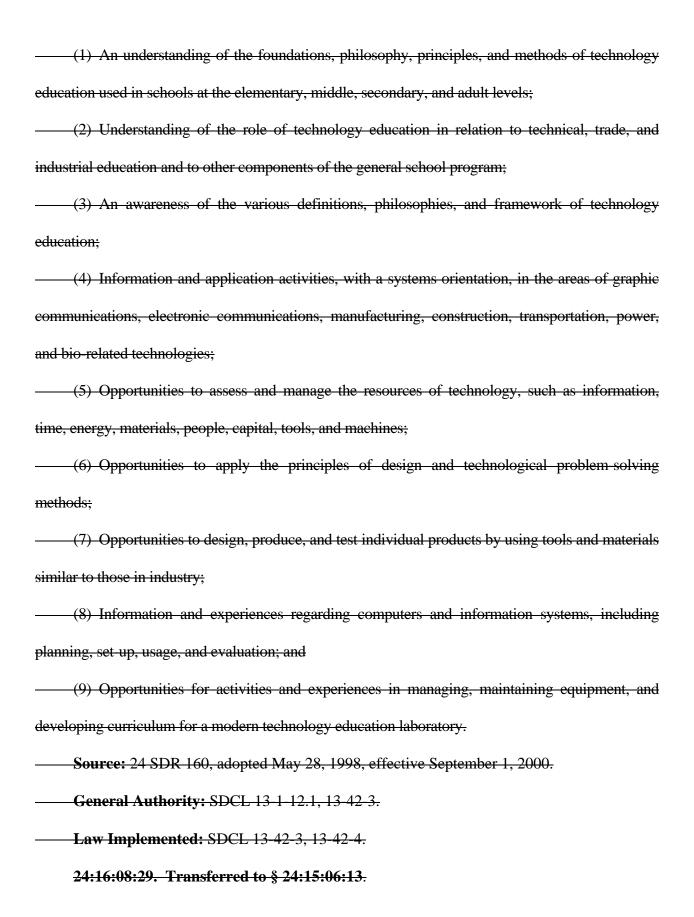
of behavior; the concepts of normal and abnormal behavior; professional ethics; and emerging areas
of psychology research; and
(7) Social science sociology: the study of the institutions in United States society; major
problems such as those relating to minority groups, health and medical care, employment and
industrial relations, crime and delinquency, poverty, and alcohol and drug abuse; energizing
sociological issues; and similarities and differences existing among the world's cultural institutions
and peoples.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:08:19. Transferred to § 24:15:06:09.
24:16:08:20. 7-12 vocational-technical education program. A 7-12 vocational technical
education program shall comply with all standards in general education, professional education,
and 7-12 secondary education program requirements, and require:
(1) 6,000 hours of occupational work experience within the last five years in a trade and
industry or health and human services occupation for which the department approves 7-12
vocational technical programs. If competence in the appropriate occupational field is not a
prerequisite for admission into a vocational-technical education program, the institution shall
arrange vocational training or supervised work experience, or both; and
(2) Completion of coursework, mentorship program, or combination of both which
ensures that the candidate has knowledge of and experience in the following:
— (a) History and philosophy of vocational technical education;
(b) Authentic assessment;



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(g) Natural resources, ecology, and environment;
(5) Studies and experiences which enable the prospective teacher to perform the
appropriate occupational skills while working with pupils and adults in projects and programs
related to agricultural instruction;
(6) Leadership development through required study and practice of speech and group
cooperative efforts; and
(7) Completion of requirements in §24:16:08:20(2).
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32,
effective October 11, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:08:23. 7-12 business education program. A 7-12 business education program
shall comply with all standards in general education, professional education, and 7-12 secondary
education program requirements, and require coursework sufficient to constitute a major, with at
least 50 percent in upper division coursework, which includes the following:
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— (2) Study of economics and international business;
(3) Study of business law, management, marketing, entrepreneurship education, and
interrelationships of business functions, including national policies, ethics, and political thinking;
— (4) Study of communications and career development;
(5) Study of information systems:



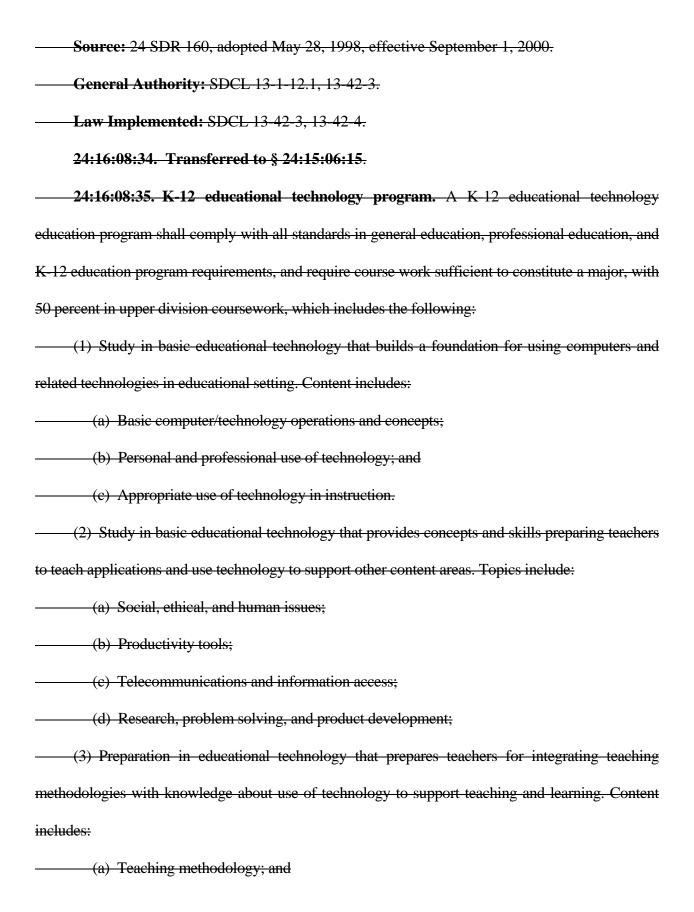




24:16:08:30. K-12 education program. A K-12 education program shall comply with all
standards in general education and professional education and require professional education
work and an academic major that meets standards of teaching programs in article 24:16 in the
following areas:
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(2) Educational technology;
— (3) World languages;
— (4) Library media;
(5) Composite music or instrumental music or vocal music;
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—— (9) South Dakota Indian studies;
— (10) Reading specialist;
— (11) Professional education that includes coursework and training in the following:
(a) A course in teaching reading in the content area and a methodology course specific
to the discipline;
(b) Developmental characteristics of the elementary level, middle level, and secondary
level learner and of the student with disabilities;
(c) Curriculum development which uses the South Dakota K-12 content standards as
provided in SDCL 13-3-48 and other established K-12 academic standards to design an instructional
program which facilitates student achievement and promotes lifelong learning; and
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(12) Completion of a three semester hour course in human relations and a three semester hour
course in South Dakota Indian studies; and
(13) Verification that the candidate has completed the following competencies:
(a) Design of curriculum and instructional strategies for middle level learners;
(b) Developmental characteristics of the middle level learner; and
(c) Concepts of middle level education or the middle level learner.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000; 27 SDR 32,
effective October 11, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:08:31. K-12 art education program. A K 12 art education program shall comply
with all standards in general education, professional education, and K-12 education program
requirements, and require coursework sufficient to constitute a major, which includes the
following:
(1) Knowledge, understanding, and appreciation of art in past cultures with emphasis on
the relationship of art to the culture in which it was produced and its influence on subsequent
cultures;
(2) Development of the candidate's ability to set goals for students' learning based on
clear conceptions of how art links students to broad human purpose;
(3) Utilization of the knowledge of art, art materials, and psychology of human behavior
to help students understand, create, interpret, and evaluate art; and

(4) Development of the candidate's proficiency in at least one medium and to utilize
several media including painting, drawing, sculpture, crafts, conceptual art, and other emerging
technologies and media.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:08:32. Transferred to § 24:15:06:14.
24:16:08:33. K-12 comprehensive school health education program. A K-12
comprehensive school health education program shall comply with all standards in general
education, professional education, and K-12 education program requirements, and require
coursework sufficient to constitute a major, which includes competence in designing,
implementing, administering, and evaluating a total comprehensive school health education
curriculum that includes:
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——— (5) Tobacco, alcohol, and other drugs;
—— (6) Family living;
(7) Consumer and community health;
——————————————————————————————————————
(9) Communicable and chronic diseases; and
(10) Mental and emotional health.

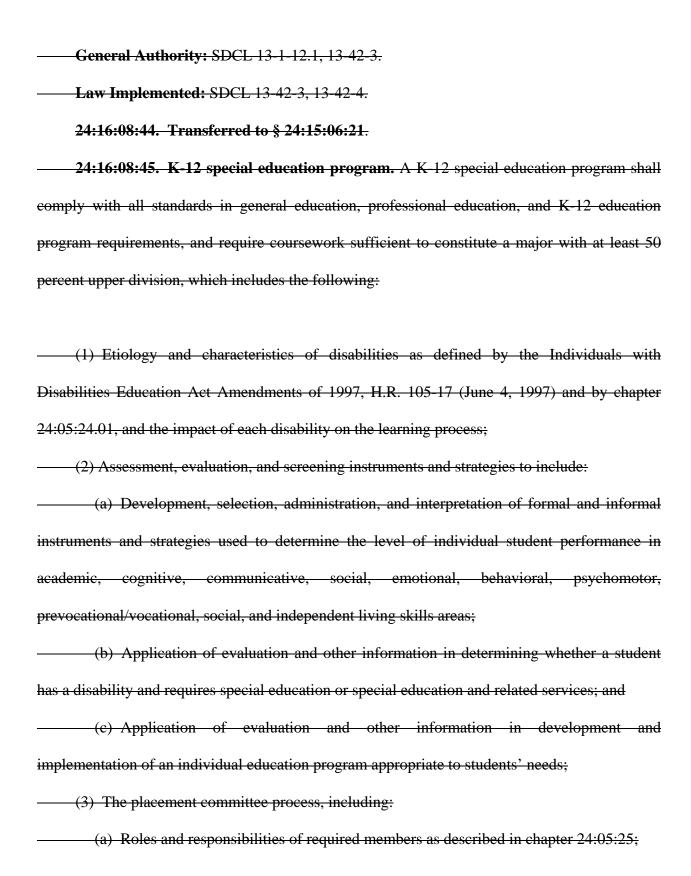


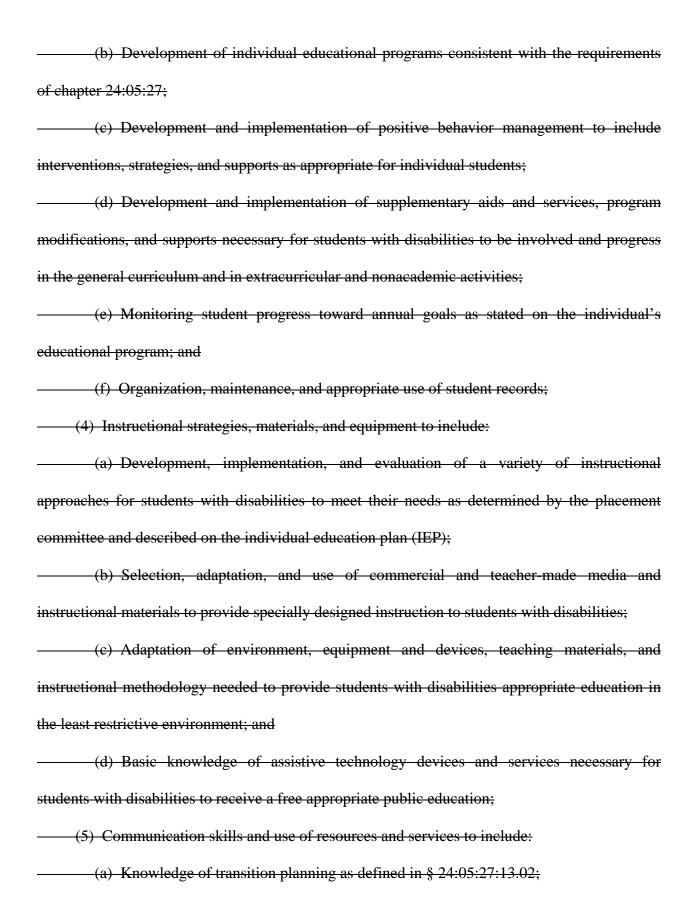
(b) Hardware/software selection, installation, and maintenance; and
(4) Study in educational technology leadership that prepares teachers for exhibiting leadership
in the identification, selection, installation, maintenance, and management of computing hardware
and software and the uses of computers and related technologies throughout the curriculum. Content
includes:
(a) Research and theories;
(b) Instructional design and product development;
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(e) Software/hardware selection, installation, and maintenance.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:08:36. Transferred to § 24:15:06:16.
24:16:08:38. K-12 music education program. A K-12 music education program shall
comply with all standards in general education, professional education, and K-12 education program
requirements, and require coursework sufficient to constitute a major, which includes the following:
(1) Studies of the language and grammar of music, common elements of music, rhythm,
melody, harmony, timbre, texture, dynamics, form, and their interaction;
(2) Ability to convey an understanding of music elements in both aural and visual analysis;
(3) Study and experiences designed to develop the following:
(a) Basic conducting skills, score reading, and rehearsal techniques;

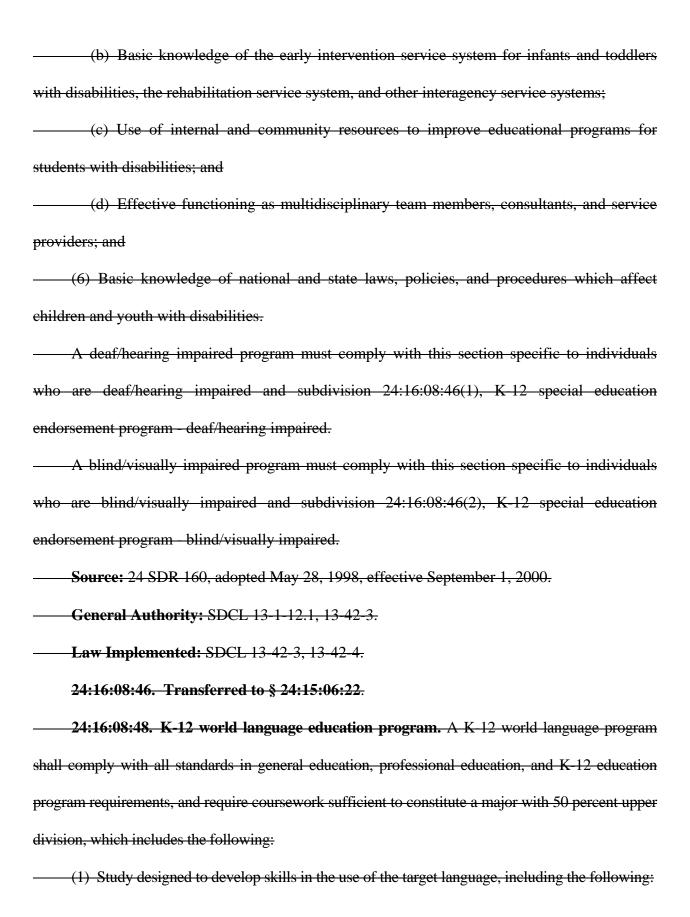
(b) Ability to compose, arrange, transpose, and adapt music from a variety of sources to
meet the needs and ability levels of school performing groups and classroom situations;
(c) Ability to guide creative experiences and improvise in an extemporaneous
performance;
(d) Proficiency on piano sufficiently advanced for demonstration;
(e) Advanced ability sufficient to ensure accurate and musically expressive performance;
(f) Ability to perform in large ensembles and a variety of small ensembles; and
(g) Ability to select, evaluate, and use literature and materials suitable for teaching music
at all levels;
(4) Study of music history and literature, the relationship of music and other arts in past and
contemporary cultures, and the placement of compositions according to historical and stylistic
perspectives;
(5) Study and experiences designed to develop knowledge of and performance ability of the
voice sufficient to teach vocal/choral music;
(6) Experiences in performing vocally in solo and in ensembles, conducting choral and
instrumental ensembles, and teaching vocal students individually, in small and large groups, and in
general music settings for vocal/choral music programs;
(7) Study and experiences designed to develop knowledge of and performance ability on
wind, string, and percussion instruments sufficient to teach students in heterogeneous and
homogeneous groups in instrumental music programs;
(8) Experiences in performing on an instrument in solo and in small and large ensembles,
conducting instrumental and choral ensembles, and teaching instrumental students individually and
in small and large groups for instrumental music programs; and

(9) Study to develop the process skills of analysis, synthesis, and evaluation essential to the
arts.
A composite music education program must comply with subdivisions 1 to 9, inclusive. A
vocal music education program must comply with subdivisions 1 to 6, inclusive, and with
subdivision 9. An instrumental music education program must comply with subdivisions 1 to 4,
inclusive, and subdivisions 7 to 9, inclusive.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:08:39. Transferred to § 24:15:06:18.
24:16:08:40. K-12 physical education program. A K-12 physical education program shall
comply with all standards in general education, professional education, and K-12 education program
requirements, and require coursework sufficient to constitute a major, which includes the following:
(1) Study designed to develop knowledge of the aims and objectives of physical education in
the schools;
(2) Knowledge of the structure and function of the human body, including the principles of
human physiology, anatomy, basic body chemistry, exercise science, and adapted physical
education;
(3) Study of the behavioral and social sciences pertinent to physical education;
(4) Study and experience designed to develop the skills and capability to lead, analyze, and
make prescriptions to enhance student motor performance in fundamental motor skills, gymnastics,
rhythms and dance, outdoor recreation, individual and dual activities, and competitive and
noncompetitive team activities (excluding participation in interscholastic sports);

(5) Study and experience designed to develop knowledge and skills in organizing, planning,
administering, and evaluating a total program of physical education, including intramural,
recreational, and interscholastic activities;
(6) Demonstrated competence in the care and prevention of athletic injuries; and
(7) Study of the common areas of disabilities, the state and federal laws dealing with
education of students with disabilities, and modifications for teaching those students who may be
placed appropriately in regular physical education and adapted physical education classes.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:08:41. Transferred to § 24:15:06:19.
24:16:08:43. K-12 South Dakota Indian studies education program. A K-12 South
Dakota Indian studies education program shall comply with all standards in general education,
professional education, and K-12 education program requirements, require coursework sufficient
to constitute a major, with at least 50 percent in upper division coursework, and require study
and experience in the:
(1) History of the South Dakota American Indian languages and how oral and written
language is acquired, understood, and used;
(2) Culture, social, political, and economic systems of South Dakota American Indians;
(3) Psychology, philosophy, and education of South Dakota American Indians; and
(4) Contemporary literature of South Dakota American Indians and other Native
Americans.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.







(a) Understanding the language as spoken by a native at a normal conversational tempo;
(b) Speaking the language with sufficient command of vocabulary, phonology, and syntax
to carry on conversations with native speakers;
(c) Reading the language with immediate comprehension; and
(d) Writing the language at a level of clarity and correctness which is acceptable to native
speakers;
(2) Study designed to develop skill in language analysis, including the following:
(a) Analyzing the phonology, morphology, and syntax of the language and clarifying the
differences and similarities between the language and English; and
(b) Using the knowledge derived from applied linguistics in studying the language;
(3) Study designed to provide knowledge of the target culture, including the following:
(a) Classifying the principal ways in which the culture resembles and differs from that of
the United States;
(b) Understanding geography, history, social customs, literature, arts, and music and their
role in the contemporary civilization of the culture; and
(c) Displaying knowledge of representative literary masterpieces; and
(4) Study designed to provide for the development of the unique abilities necessary to teach
the target language, including the following:
(a) Conducting classroom activities exclusively in the language;
(b) Devising drills and exercises that develop student knowledge of the structure of both
the language and English;
(c) Guiding students toward free, personal conversation in the language;
(d) Creating situations which cause students to use the language;

(e) Using a variety of learning situations which bring the reality of the culture closer to the
student; and
(f) Developing, encouraging, and promoting student participation in activities and events
which reflect the contemporary ways of life of the culture.
The preparation of teachers of classical languages shall follow the standards in this section,
except that the emphasis shall be on understanding the language and gaining control of its sounds,
structure, and vocabulary rather than on conversational objectives.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:08:49. Transferred to § 24:15:06:24.
24:16:08:52. K-12 reading specialist program. A K-12 reading specialist program shall
require the following:
— (1) A master's degree with an emphasis in reading;
— (2) Three years of teaching experience in a K-12 setting;
(3) Study of varied theoretical orientations to reading development and reading education;
and
(4) Study of and actual or simulated experience in the following areas:
(a) Design, development, implementation, and evaluation of remedial, developmental,
and accelerated reading programs and their interrelationship to the purpose of accomplishing
specific tasks or for pleasure:

(b)	Language	process	-of	reading,	writing,	listening,	speaking,	and	their
interrelation	ships;								
(c)	Use of chile	d and adol	escen	nt literature	and readir	ng aloud;			
——————————————————————————————————————	- Individuali	zation of t	h e rea	ading prog	ram as a m	eans of pers	sonal and so	cial gro	wth;
——————————————————————————————————————	-Collaborati	on with te	acher	s, parents,	and comm	unity to str	engthen stud	lents' re	ading
abilities in a	a comprehen	sive readi	ng pr	ogram; and	1				
(f)	Use of research	arch as the	basis	s for instru	ctional dec	ision makir	ig.		
Source	e: 24 SDR 1	60, adopte	ed Ma	ay 28, 199	8, effective	September	1, 2000.		
——Gener	al Authorit	y: 13-1-12	2.1, 1	3-42-3.					
— Law I	mplemente	d: 13-42-3	, 13-	42-4.					
24:16 :	:08:53. Tra	nsferred (to § 2	4 :15:06:2	7.				
24:16:	:08:59. 7-12	2 mathem	atics	/science-c	omposite	program. 1	√ 7-12 matl	nematic	s and
science con	aposite educ	cation pro	gram	shall con	nply with	all standare	ds in genera	al educ	:ation,
professional	education,	and 7-12	2 sec	condary e	ducation p	orogram rec	quirements,	and re	equire
coursework	sufficient	to constitu	ute a	composi	te major,	with a mi	nimum of	18 hou	irs of
mathematics	s coursewor	k that med	ets th	e requirer	ments of §	24:15:06:0 ′	7 and a mir	imum	of 18
hours of scie	ence coursev	vork in at l	least (one of the	content are	eas of § 24:1	5:06:08.		
Source	e: 31 SDR 1	29, effecti	ve M	Iarch 22, 2	005.				
Gener	ral Authorit	y: SDCL	13-1-	12.1, 13-4	2-3.				
Law I	mplemente	d: SDCL 1	13-42	3 13 42	4				

CHAPTER 24:16:09

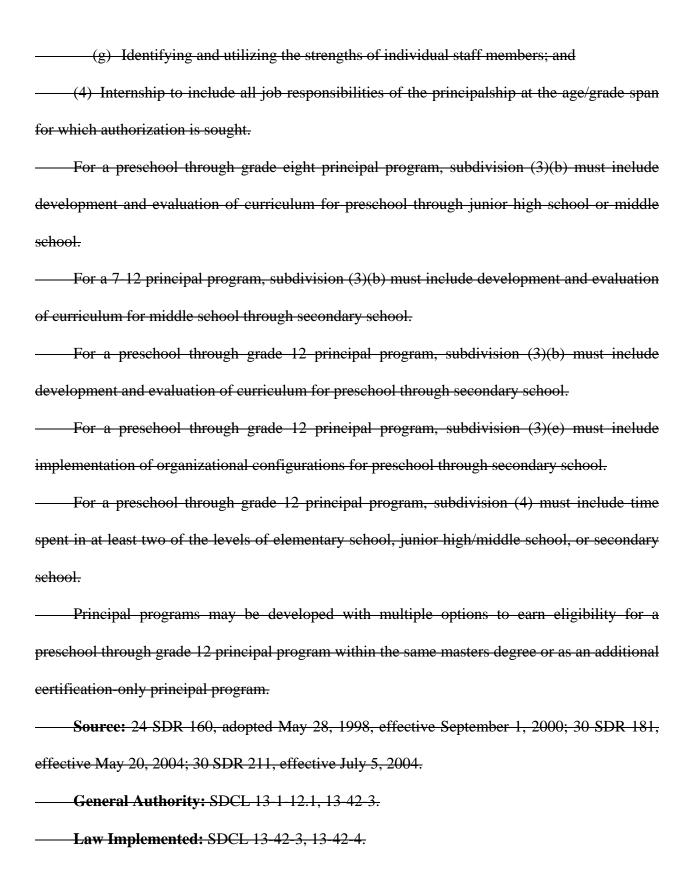
REQUIREMENTS FOR ADMINISTRATIVE PROGRAMS

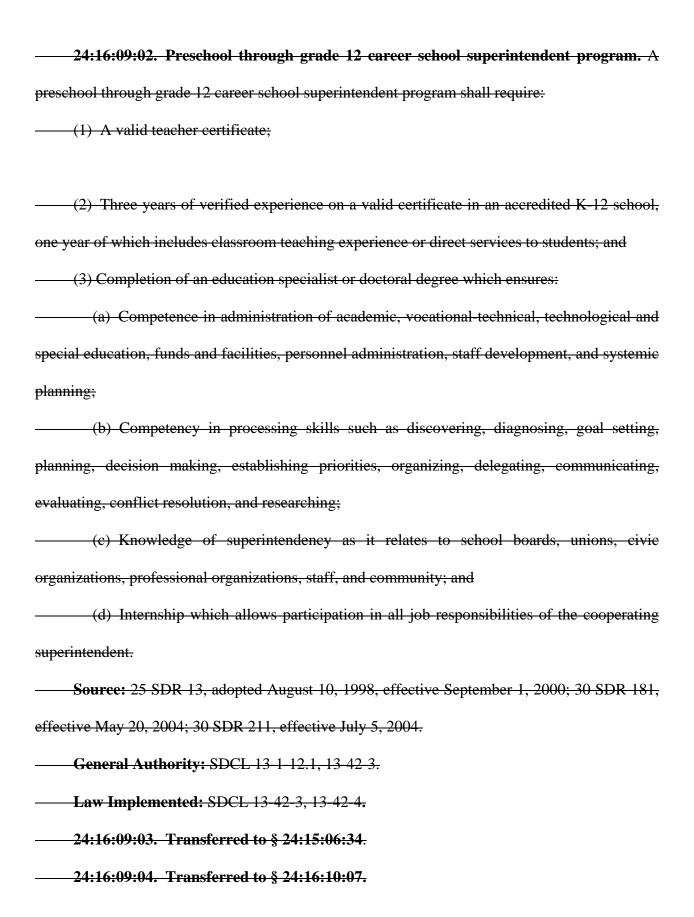
(Transferred to Chapter 24:53:08)

Section								
24:16:09:01	Preschool	through	grade	eight	or	7-12	principal	program
24:16:09:02	Preschool t	hrough gra	ade 12 ca	areer sc	thool s	superin	ntendent p	rogram.
24:16:09:03 to 24:16:09:05	Transferred	l.						
24:16:09:01. Pres	school thre	ough gra	de eigh	nt or	7-12	-princ	cipal pro	gram. A
preschool through grade eig	tht or 7-12 p	rincipal pr	ogram s	hall re q	luire:			
(1) A master's degree) in educatic	n;						
(2) Three years of ve	erified exper	ience on a	valid c	ertificat	t e in a	ın accı	edited K	12 school,
one year of which includes	classroom te	eaching ex	perience	or dire	ect ser	vices t	o student:	5;
(3) Demonstrated co	mpetence re	elated to t	he age/	grade s	pan f	or wh	ich auth e	rization is
sought in the following:								
——————————————————————————————————————	nd skills rel	ated to gr	oup dyr	namics,	decis	sion m	aking, go	al setting,
human relations, employer	and employe	ee relations	s, and co	mmuni	cation	ıs;		
(b) Skills as a f	acilitator i	n the dev	elopme i	nt of c	eurric	ulum	and eval	uation for
academic, vocational-techn	nical, techr	nological,	and sp	ecial e	educat	ion p	rograms	and their
interrelationships;								
——————————————————————————————————————	ıd skills rel	ated to es	tablishir	ng partr	nershi	ps wit	h parents	, business,
industry, and other commun	nity member	s and agen	icies;					
——————————————————————————————————————	n d skills in (developing	and im	plemen	ting a	n effe	etive staff	selection,
evaluation, and developmen	nt process;							
(e) Knowledge ar	ı d skills to i ı	mplement	various (organiz	ationa	al conf	igurations	including

(f) Orchestrating a faculty toward goals developed through systemic planning; and

preschool and middle school;





24:16:09:05. Transferred to § 24:16:10:08.

CHAPTER 24:16:10

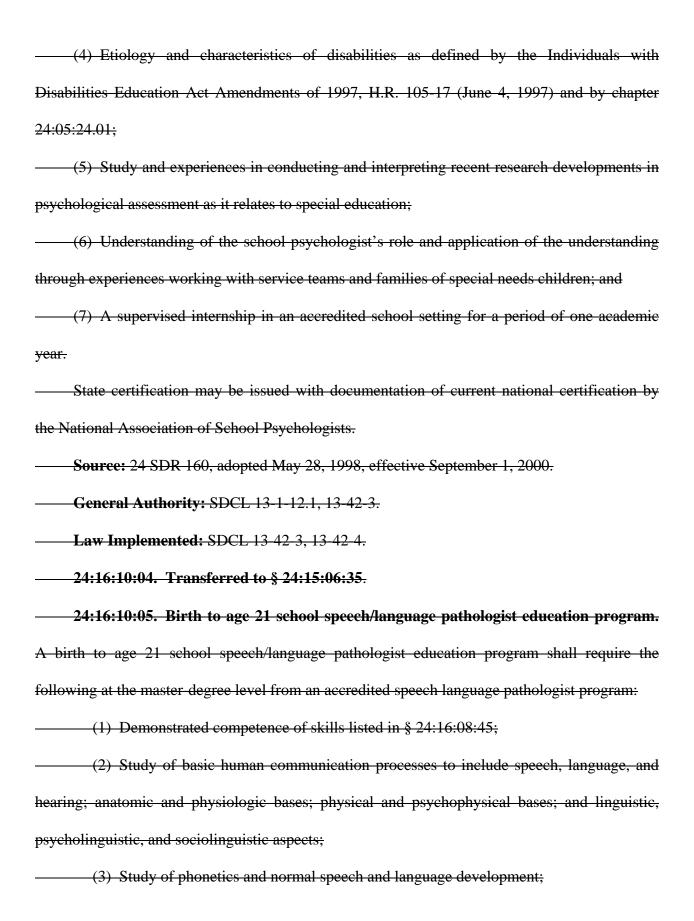
REQUIREMENTS FOR SCHOOL SERVICE PROGRAMS

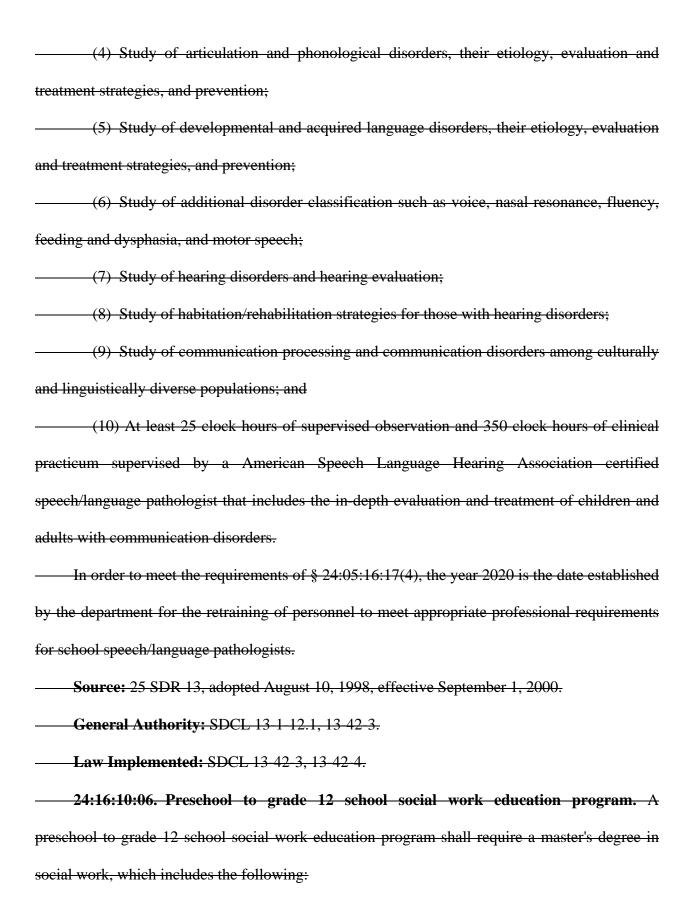
(Transferred to Chapter 24:53:09)

Section
24:16:10:01 Preschool through grade 12 school counselor education program.
24:16:10:02 Preschool through grade 12 school library media specialist education program.
24:16:10:03 Birth to age 21 school psychologist education program.
24:16:10:04 Transferred.
24:16:10:05 Birth to age 21 school speech/language pathologist education program.
24:16:10:06 Preschool to grade 12 school social work education program.
24:16:10:07 Birth to age 21 special education director.
24:16:10:08 Preschool through grade 12 curriculum director program.
24:16:10:01. Preschool through grade 12 school counselor education program. \land
preschool through grade 12 school counselor education program shall require a master's degree
in school guidance or counseling, which includes the following:
(1) Study of the philosophies, organizational structures, counseling theories, professional
organizations, and activities related to comprehensive school counseling;
(2) Study of social, emotional, and cultural issues, including parent/family education,
child abuse, substance abuse, human sexuality, sex equity, and androgynous issues;
——————————————————————————————————————
(a) Assessing and interpreting learner intelligence, aptitude, behaviors, interest,
achievement, and patterns;

(b) Assisting in the development of individual education plans for students identified as
having counseling issues;
(c) Individual and group counseling to include design, implementation, and application
of preventive, remedial, and developmental strategies and services;
(d) Referral processes to community, public, private, medical, social, and educational
agencies;
——————————————————————————————————————
——————————————————————————————————————
(4) Completion of a 600-hour internship under the supervision of a certified school
counselor.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: 13-1-12.1, 13-42-3.
Law Implemented: 13-42-3, 13-42-4.
24:16:10:02. Preschool through grade 12 school library media specialist education
program. A preschool through grade 12 school library media education specialist program shall
comply with all standards in general education and professional education and require coursework
sufficient to constitute a major, along with study and experiences designed to develop:
(1) Competence in selection of printed and nonprinted media to support the instructional
program, including emerging technology;
(2) Competence in the use and integration of multiple sources of information media into the
learning process;
— (3) Competence in the cataloging and management of information resources;

— (4) Competence in the use of research sources and methods of information retrieval;
(5) Competence in administration, supervision, evaluation, and management of human and
media resources; and
(6) Competence in introducing children and young adult students to literature through reading
guidance coursework.
State certification may be issued after completion of a master's degree at an American Library
Association accredited library school or a National Council for Accreditation of Teacher Education
approved master's degree designed to prepare school library media specialists.
Source: 24 SDR 160, adopted May 28, 1998, effective September 1, 2000.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCL 13-42-3, 13-42-4.
24:16:10:03. Birth to age 21 school psychologist education program. A birth to age 21
school psychologist education program shall require a graduate degree in school psychology,
which includes the following:
(1) Study and experiences to develop knowledge of the operation of K-12 schools, the
roles of school personnel, and curriculum development at all grade levels;
(2) A concentration of coursework psychological in nature, including psychological
foundations, assessment, and interventions;
(3) Demonstrated competence in administering and interpreting intelligence scales,
projective tests, behavior rating scales, and in converting assessment information to written
reports;





(1) A concentration of coursework social work in nature, including social work
foundations assessment, and interventions;
(2) The study of human behavior in the social environment; social work with individuals,
groups, and communities;
(3) A supervised internship in a social work agency for a period of one semester; and
(4) A study and/or experience in the following:
(a) Demonstrated competence in social work assessment and intervention based on
family systems model;
(b) Knowledge of the referral process to community, public, private, medical, social,
and educational agencies;
(c) Advocacy for children and their families;
(d) Understanding the needs of special and diverse population groups and application
of the understanding in social work intervention;
(e) Verification of coursework related to the operation of K-12 schools, the role of
school personnel, and the role of a social worker in the school setting; or
(f) Verification of a minimum of one semester of supervised internship or one year of
employment in the school setting.
Certification will be granted upon proper documentation, by the Department of Education
as a School Service Specialist and with documentation of a license by the South Dakota Board of
Social Work Examiners.
Source: 30 SDR 181, effective May 20, 2004.
General Authority: SDCL 13-1-12.1, 13-42-3.
Law Implemented: SDCI 13-42-3-13-42-4

